Process for Principal Effectiveness Pilot (January 2013 – June 2013)

The steps outlined below are intended to incorporate the processes presently being used within a district for principal evaluation and enrich it with the Principal Effectiveness Framework. Also the steps attempt to replicate parts of the model being used for Teacher Effectiveness. In addition the district's comprehensive plan can be blended within the Principal Effectiveness Framework.

Steps for Central Office Personnel (those conducting evaluations)…

1. Complete training offered by your Intermediate Unit in the Fall of 2012.   
   (25% of RTTT Principals for 2012; SIG schools according to plan)
2. Discuss the concept of principal effectiveness and the accompanying framework, instruments, and rubrics with your principals/assistant principals.
3. Ask the principal / assistant principal (person being evaluated) to complete a review of the rubric and highlight portions of the rubric descriptors as indicated below.  
     
   (Green) 🡪 Sections where individual feels he/she is effective  
   (Yellow) 🡪 Sections where individual is not sure how effective he/she is   
   (Red) 🡪 Sections where individuals feels he/she struggles (possible areas of focus)
4. Agree upon which components (3-5) representing multiple domains are to be a focus for the pilot. Try to include at least one component within Domain #3: Leadership for Learning. Also be sure to balance strengths and weaknesses.
5. Review your current district evaluation process and embed the Principal Effectiveness Framework and goals into your process.
6. Design principal /assistant principal goals and hold Beginning of the Year (BOY) meetings with the principal/assistant principal. Note for the pilot the goals are relative to the timeframe of the pilot.
7. Map out the artifacts, evidence, and data that will be used throughout the year to measure impact/effectiveness.
8. Meet midway through the goals timeline and provide written and/or oral feedback using the Principal Effectiveness Framework. (Use the Framework to guide discussions around the selected goals.)
9. Adjust goals and strategies, if needed, based on data and feedback. Map out the artifacts, evidence, and data.
10. Conduct an End of Year (EOY) meeting with principal/assistant principal to review final evaluation using the rubric and framework. Data gathering will be required by the school to support the results.

Formative Feedback Form for Principal Effectiveness Pilot   
(January 2013 – June 2013)

This form is used to record the content of conferences held and to note any goals or performance expectations agreed upon, and any other pertinent information either party feels should be recorded.

Name: School:

Position: Date:

Domain 1: Strategic/Cultural Leadership

**Goals**:

(Identify Applicable Components within the Domain)

**Action Plan:**

(Identify Applicable Artifacts/Evidence to be Used)

**Results:**

(Include Sources of Evidence)

Domain 2: Systems Leadership

**Goals**:

(Identify Applicable Components within the Domain)

**Action Plan:**

(Identify Applicable Artifacts/Evidence to be Used)

**Results:**

(Include Sources of evidence)

Domain 3: Leadership for Learning

**Goals**:

(Identify Applicable Components within the Domain)

**Action Plan:**

(Identify Applicable Artifacts/Evidence to be Used)

**Results:**

(Include Sources of evidence)

Domain 4: Professional and Community Leadership

**Goals**:

(Identify Applicable Components within the Domain)

**Action Plan:**

(Identify Applicable Artifacts/Evidence to be Used)

**Results:**

(Include Sources of evidence)

Administrator’s Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_

Evaluator’s Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_